IMPACT OF LEADERSHIP EXPERIENCED ON STUDENTS

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The art of motivating, persuading, and guiding people so that they work together to achieve the goals of a team or a larger organization is known as leadership. It is critical for kids to have leadership chances throughout their education so that they can acquire the art of forming bonds within teams, identifying identities, and effectively completing tasks. Student leadership comprises students participating actively in their studies while also developing positive character traits. The goal of developing student leaders is to create a culture of ownership, collaboration, and community in the classroom. Student leadership development helps students build talents that they can use as adults.

SSG and SPG are important tools for developing a learner's leadership potential and instilling a desire for service in their hearts. As a result, task-related and function-based training for student leaders is required (Pascua, 2017).

Students, as the future generation, will lead many groups around the world. They must be exposed to leadership skills and abilities right away. Students' leadership skills can be improved through teaching and exposing them to leadership knowledge, such as leadership style and school programs (Ferdiansyah & Meutia, 2017).

According to a study conducted by the Office of Institutional Research (2011), working as a club leader had a long-term influence and was a positive contributing factor in relation to student academic success, particularly in terms of supporting graduation. Remedial students who acted as club leaders outperformed non-club leader remedial students in terms of retention, GPA, and Good Standing rate in the second year, according to this study. Club leader remedial students maintained a considerably greater three-year...
retention rate than non-club leader remedial students while maintaining GPA and Good Standing levels comparable to non-club leader remedial students in the third year.

Astin's Involvement Hypothesis is a foundational theory for understanding how children acquire leadership and other attributes (1984). Students who are involved, according to Astin, have better developmental and learning results. He also emphasized that behavior is more important than simply valuing involvement. According to Astin, involvement has five characteristics: it is physical or psychological; it occurs on a continuum; it has both qualitative and quantitative attributes; it is proportionally related to learning and development; and the effectiveness of an educational policy is determined by its ability to increase student involvement. Because nearly every academic or nonacademic policy or practice has an impact on involvement, student leaders should be growing or learning more as a result of their involvement on campus.

References:
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